

brandeis university bulletin

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COVER: *An artistic likeness of Supreme Court Justice
Louis Dembitz Brandeis*

This publication is correct as of July 1, 1969

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Brandeis University

Florence Heller
Graduate School
for
Advanced Studies in
Social Welfare

1969/1970

WALTHAM, MASSACHUSETTS

Louis Dembitz Brandeis
from a sculpture by Robert Berks



“It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach . . .

“It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students.

“It must ever be mindful that education is a precious treasure transmitted—a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust.”

—from the writings of
LOUIS DEMBITZ BRANDEIS (1856–1941)
on the goals of a university.



creative arts complex

“Brandeis will be an institution of quality, where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.

“Brandeis University will be a school of the spirit—a school in which the temper and climate of the mind will take precedence over the acquisition of skills and the development of techniques.

“Brandeis will be a dwelling place of permanent values—those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.

“Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions, whether ethnic or religious or economic.”

DR. ABRAM L. SACHAR, Brandeis' first president, at ceremonies inaugurating the University, October 8, 1948





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Academic Calendar 1969–1970

Fall Term:

Monday, September 15, 1969, through Friday, January 30, 1970

Monday	September 15	Students Arrive for Orientation Week
Friday	September 19	All Students Complete Registration
Wednesday	September 24	Classes Begin
Monday	October 13	No Classes
Thursday	November 27	No Classes
Friday	November 28	No Classes
Friday	December 19	Winter Recess Begins After Last Class
Monday	January 5	Classes Resume
Friday	January 30	Last Day of Classes, Fall Term 1969–70

Spring Term:

Wednesday, February 4, 1970, through Friday, May 22, 1970

Tuesday	February 3	All Study Cards Due
Wednesday	February 4	Classes Begin
Monday	February 16	No Classes
Friday	April 17	Spring Recess Begins After Last Class
Wednesday	April 29	Classes Resume
Monday	May 18	No Classes
Friday	May 22	Last Day of Classes, Spring Term 1969–70
Sunday	June 7	Commencement



Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to help meet the need for education directed toward leadership responsibilities in social welfare. The school was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago. It was organized in 1959 following careful study by the President, the Administration and the Board of Trustees of Brandeis University after consultation with social welfare authorities.

Program

The aim of the School is threefold:

1. To train a carefully selected group of experienced social workers and new entrants in the social welfare field for policy, planning, administrative, teaching and research positions.
2. To develop research opportunities where social welfare scholars may follow intensive study in areas which hold promise of making a significant contribution to social welfare theory and practice.
3. To conduct a variety of community service activities including seminars, institutes, community and social agency consultation, and related programs and activities.

Educational Objectives for Advanced Students

Students who are experienced in the social welfare field are expected to bring to their doctoral study the background and understanding which come from professional training and from practice in social welfare programs. The task of the program is two-fold: to help the student refine and deepen his understanding of his particular field of practice and to acquire the research skills through which he can contribute to the body of knowledge in his field; and to help the student attain a broad perspective on social welfare services in modern society and on the major policy issues confronting social welfare programs.

The program involves considerable variation among students in their career goals, ranging from scholarly careers to administrative careers in social welfare organizations. For this reason substantial opportunity is provided for selection of areas of concentration. The program is designed to permit a great deal of flexibility and individualization of each student's training, in consonance with his background, interests and future goals.

Educational Objectives for New Entrants

The basic aim of the program, usually leading first to the M.S.W. and then to the Ph.D. degrees, is to prepare persons for entry into social planning and research roles within the broad field of social welfare.

Degrees Offered

The School offers two degrees, Master of Social Welfare and Doctor of Philosophy. In addition, students who enter with a Master's degree and who successfully complete a full year's work in residence may apply for an Advanced Certificate in Social Welfare.

Admissions

Individuals wishing to be considered for admission should obtain formal applications from the Director of Admissions, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts, 02154. Applications should be completed and returned as early as possible, but in any case no later than February 1 for the following September. Students are admitted only in September.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. All applicants are advised to submit results from the Graduate Record Examination aptitude tests, or from the Miller Analogies Test. Personal interviews may be arranged between the applicant and a representative of the School.

Admission Procedure

All applications are considered on a competitive basis. The number of students who can be admitted each year is limited so that the School may operate effectively. Consequently, admissions must sometimes be denied to qualified persons. Admissions decisions will be made not later than April 1.

General Requirements for Admission

Admission to the School is based upon the following requirements:

A. For Advanced Students

1. Usually a Master's degree, either Master of Arts or Master of Social Work, from a recognized school of social work, or its equivalent, and evidence of capacity for advanced academic work is required.

2. Personal qualifications usually including satisfactory and successful professional experience in the field of social welfare which will demonstrate the applicant's capacity to hold successfully a position of social welfare leadership as an administrator, consultant to an administrator, social planner, social research, teacher or in some other high level or executive capacity in the social welfare field.

3. Specific interest in pursuing a career in social welfare in the areas of concentration of the School.

B. For New Entrants

1. A recently received A.B. degree or equivalent.

2. A grade-point average of 3.0 (B) or better.

3. Usually an undergraduate concentration in either a social or behavioral science.

4. Interest in pursuing a career related to social problems and human welfare.

Degree Requirements for the Doctor of Philosophy Degree

1. Completion of the Master of Social Welfare degree requirements of the Heller School or the equivalent.
2. Ability to read the literature of welfare and social science in one foreign language.
3. A dissertation.
4. A paper demonstrating competence and depth in a substantive area (e.g., Mental Health, Delinquency, Administrative Science, Research Methodology, etc.)
5. Certification by the student's committee of an ability demonstrated through oral and written work to participate in the work of the field at the level expected of persons with the doctorate.
6. Participation in at least one extensive planning or research practicum.

There are no residence requirements for the Ph.D., although normally it will take students two years beyond the Master's degree. It should be noted that students will have the option of a Ph.D. degree without the MSW, if they so desire.

Degree Requirements for the Master of Social Welfare

1. The equivalent of a year's graduate course in one of the social or life sciences.
2. The equivalent of a semester's graduate course in a second social or life science.
3. The equivalent of the one-year planning course.
4. The equivalent of the one-year research-statistics course.



5. The equivalent of a one-year course in history, philosophy, and values of social policy and social problems.
6. Two extensive research or planning practica.
7. A substantive paper analyzing a social problem.
8. Certification by the student's study committee that he has satisfactorily completed the requirements and is, in general, qualified for the MSW.

Normally the required program will take three-fifths of the full-time work of the student; the other two-fifths are to be worked out on an individual basis with his committee—to give more depth in social sciences, research, planning, or some combination of these.

Although there is no formal residency requirement, normally it will take two years to complete the work for the MSW degree.

Students may select their courses from the offerings listed in this catalog, tutorials, independent work, or, to a limited extent, courses at other institutions.

Joint Program with Lown Center for Contemporary Jewish Studies

The Florence Heller Graduate School for Advanced Studies in Social Welfare offers a special doctoral program in cooperation with the Lown Center for Contemporary Jewish Studies. This program is designed for persons interested in careers at the executive level in areas of Jewish communal service such as family and children's service, aged programs, medical care, vocational service, Jewish education, community relations, Jewish Center work, or Jewish community organization.

Candidates must have obtained a Master's degree in either social work, education, or a relevant academic discipline.

The joint program of The Florence Heller Graduate School and The Lown Center for Contemporary Jewish Studies calls for two years of residence, completion of qualifying examinations and language requirements and a dissertation on a subject relevant to Jewish communal service. It will eventuate in a Doctor of Philosophy degree. Courses will cover Jewish history and institutions, the sociology of American Jews and Jewish community organization, as well as the standard requirements of The Florence Heller Graduate School in social policy, social theory, social research, community planning and administration.

Tuition and Fees

Tuition

All full-time students will pay the regular tuition fee of \$2,275 per year, the same tuition fee required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition the Vice-president for Financial Affairs for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

Diploma Fee

All candidates for degrees are charged a \$250 Graduation and Diploma fee, payable prior to June 1 in the year in which the diploma is granted. This fee covers the cost of publication of the dissertation through University Microfilms, Inc., and rental of the cap and gown for graduation.

The University Health Program

The Medical Director and his staff supervise the physical welfare of students, including the establishment and enforcement of infirmary regulations.

Students are responsible for meeting all requirements of the Health Office and for submission of a health examination report which is mailed to the student at the time he is accepted for admission. The health examination report includes evidence of inoculation against smallpox, tetanus immunization and, if possible, complete immunization against poliomyelitis. Since students are not permitted to register until these requirements have been satisfied, it is strongly recommended that the health examination report be submitted at least two months before registration.

The Mental Health Center

The Mental Health Center, which is a part of the University Health Services, is located in Lemberg Hall. It provides professional assistance to students who have personal or emotional problems. Those who wish such help may refer themselves directly to the Center. Their communications with the staff are held in strict confidence.

Insurance Coverage

University Student Health Plan: Payment of the mandatory University Student Health Plan fee of \$72.12 entitles the student to utilize the facilities of the Health Office during the academic year and to participate in the benefits of the Health Insurance Program.

The Health Insurance Program helps to defray expenses for treatment beyond the scope of the Health Office. A brochure outlining the details of this program is distributed to each student at registration. Students are urgently requested to read this brochure. It should be noted here, however, that coverage is not provided for pre-existing conditions, extraordinary cases, psychiatric treatment, optical and dental services or special materials.

Within the limitations of the Health Insurance Program, fees of outside doctors and hospitals will be processed for payment only when consultations or hospitalization have been authorized by the University Health Office in advance on a form provided for this purpose. The University is not responsible for off-campus medical and hospital care sought by students or their parents on their own initiative, or for outside care or consultation which has been recommended but not authorized by the Health Office.

A waiver of the Health Insurance Program coverage only and a rebate of \$42.12 may be granted upon presentation by the student of a statement from his insurance company which certifies that similar coverage is in effect. This statement must be presented at the time of registration or the student will be included automatically under the University Student Health Plan and will be billed \$72.12.

Although the health services offered at Stoneman Infirmary are not extended to dependents of students, an optional family health insurance plan is available to married students for a fee of \$174.96.

Waltham Group Tutorial Project



Chairs

Maurice B. Hexter Chair in American Philanthropy (1961) Established by the friends and associates of Dr. Maurice B. Hexter of New York City in tribute to his long career of public service and Jewish communal leadership. The current incumbent of the Chair is Dean Charles I. Schottland.

Milton Kahn Chair in Community Organization (1959) Established through contributions by hundreds of friends and admirers of a distinguished community leader, and an emeritus member of Brandeis' Board of Trustees, in tribute to a lifetime of leadership. The Chair is occupied annually by a distinguished visiting lecturer.

The Henry Kaufmann Fellowship in Group and Community Development (1964) A senior fellowship to underwrite a faculty member teaching group and community development at the Florence Heller Graduate School has been established by the Henry Kaufmann Foundation, Judge Joseph M. Proskauer, Norman S. Goetz and Samuel Lemberg of New York.

Meyer and Ida Kirstein Chair in Social Planning and Administration (1966) Established by Meyer Kirstein of Boston, Massachusetts, for the study and training of communal leaders. The incumbent of the Chair is Arnold Gurin.

Nathan Manilow Chair in Community Planning (1956) A grant of \$100,000 for the study of community and regional planning. Established in honor of Mr. Nathan Manilow of Park Forest, Illinois, by his associates, American Community Builders, Inc. Incumbent is David G. French.

John Stein Chair in Human Rehabilitation (1961) Established by Misses Kate, Laura and Harriet Stein of Fort Worth, Texas, and New York City, in loving memory of their brother, John, to support teaching and research programs in human rehabilitation. The current incumbent of the Chair is Violet M. Sieder.

Young Men's Philanthropic League Chair in Gerontology (1960) Established by the Young Men's Philanthropic League of New York City, through annual allocation to support the teaching and research programs in gerontology. The current incumbent of the Chair is Robert Morris.

Endowments, Fellowships and Loan Funds

The University has loan funds, and information can be obtained concerning them upon inquiry. Tuition fellowships and graduate fellowships are available. Information may be secured from the Director of Admissions of the Heller Graduate School.

The Heller School administers traineeships from a number of Federal agencies. All of the traineeships include tuition and an additional payment directly to students. Support is available from such agencies as the National Institute of Mental Health, the National Institute of Child and Human Development, and the Division of Chronic Diseases of the U.S. Public Health Service, Department of Health, Education, and Welfare; the Department of Housing and Urban Development; the U.S. Children's Bureau, the Rehabilitation Administration, and the Administration on Aging of the Social and Rehabilitation Services, Department of Health, Education, and Welfare. The School awards these stipends to qualified students. *In all cases, the acceptance of the grant implies a general career interest in the field of the grant (e.g. mental health, child welfare, etc.).* A student accepting a grant should be prepared to focus at least some of his term papers and probably his dissertation in an area related to the program supported by that grant. Certain programs, in particular those in medical sociology, mental retardation and social gerontology, require some specific courses to be included in the student's program.

In addition to these traineeships and such fellowships as may be available through governmental and private sources, the special stipends listed below are awarded by the School.

Benjamin and Bertha Daitzman Loan Fund (1959) Established by the family and friends of Mr. and Mrs. Benjamin Daitzman of Union City, New Jersey, in honor of their golden wedding anniversary, and in recognition of their devoted and continuing services to refugees and all others in need, available to graduate students in social welfare.

Mollie Goldberg Memorial Fellowship Endowment (1963) Established as a memorial tribute by Isadore J. Goldberg of Chicago and Milton D. Goldberg of Glencoe, Illinois. The income will be used to provide an annual fellowship for a deserving student in The Florence Heller Graduate School for Advanced Studies in Social Welfare.

Edward Hano Fellowship (1958) Established by his wife and members of the family as a tribute to the late Edward Hano of Granby, Massachusetts; income to provide supplementary fellowship assistance to gifted students pursuing graduate work in social welfare.

The Herman Muehlstein Foundation Fellowship (1966) Established by The Herman Muehlstein Foundation, Incorporated, to support a student with administrative experience in the Community Center field for training in Social Administration.

Rabbi Solomon Scheinfeld Fellowship Endowment (1959) Established by the Sylvia and Aaron Scheinfeld Foundation of Chicago, Illinois, as a

memorial tribute to Mr. Scheinfeld's distinguished father; the income to be used for fellowship assistance to gifted students, preferably from greater Milwaukee or Wisconsin, to pursue graduate study in social welfare.

Lucy Seclow Service Fund (1965) Established by Edith Seclow Eger and Richard S. Seclow in memory of Lucy Samuel Seclow, to augment the resources of a graduate student interested in the field of child adoption.

Joseph F. Stein Foundation Fellowship in Social Welfare (1959) Established by Mr. Joseph F. Stein of New York City for fellowship study in the field of social welfare.

Lillian Himoff Tiplitz Service Fund (1961) An annual contribution, in memory of Lillian Himoff Tiplitz, to augment the resources for assisting graduate students in the field of mental health.

Leon G. Winkelman Fellowship Endowment Fund (1959) Established by the Leon G. and Josephine Winkelman Foundation of Detroit, Michigan, as a memorial tribute to Leon G. Winkelman, to subsidize a graduate fellowship in the field of gerontology.

Housing

Graduate housing is not available on campus. The Housing Office serves as a clearing house for homes, rooms and apartments in Waltham and nearby Greater Boston communities. The Vice-president for Student Affairs will assist students in locating suitable housing.

Auditing Courses

The privilege of auditing courses without fee is extended to all students of The Florence Heller Graduate School for Advanced Studies in Social Welfare. The courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor and from the Dean of The Florence Heller Graduate School.

School Facilities

The School is housed in the Benjamin Brown Research Building and the Florence Heller Building complex. These buildings contain classrooms, faculty offices, student study rooms and research facilities. The buildings are devoted entirely to the activities of the School and its Research Center. It is located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

Dismissal from the University

The University reserves the right to dismiss or exclude at any time students whose conduct or academic standing it regards as undesirable, and without assigning any further reason therefore. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for such exclusion.

Curriculum

Each student will be associated throughout his studies at the Heller School with a study committee consisting of members of the Heller faculty, and, if indicated, faculty members from other departments at Brandeis or from other universities. Students with specialized relevant knowledge may serve on study committees. The study committee will meet with the student at regularly scheduled sessions. The stage of progress of the student's work will affect decisions concerning the frequency of meetings.

SOCIAL WELFARE 201. Historical and Contemporary Developments in Social Policy. (First Semester)

A review and orientation course of the basic social policy problems affecting the field of social work. Background, history and developments of current social policy issues with particular emphasis on issues in the field of social security, public welfare, mental health, medical care, vocational rehabilitation and international social work. A review of recent economic, social and demographic trends as they affect social policy questions and solutions. Recent changes and long-term trends in the organization of social services. The important questions in the political arena affecting social insurance and public welfare programs. Public-voluntary agency roles and relationships. Basic issues and problems around the status of social work as a profession. A forecast of the most important issues likely to arise in the near future affecting social work practice.

Mr. Schottland

SOCIAL WELFARE 202. Problems of Deviance. (First Semester)

This course examines the history, epidemiology, etiology and intervention strategies and problems of deviant behavior. The course focuses on a selected number of problems such as mental health, drug addiction, crime, so that they can be explored in depth. Outside lecturers representing a variety of viewpoints on intervention and amelioration will participate in the course.

Mr. Scott

SOCIAL WELFARE 203. Problems of Social Disorganization. (Second Semester)

The course examines structural problems such as housing, unemployment and poverty. An opportunity will be provided for visiting lecturers who represent a variety of points of view.

Mr. Schorr

SOCIAL WELFARE 204. Social Philosophies and Social Movements.
(First Semester)

This course examines various philosophical views, value modalities and social movements, both in an historical and a contemporary character. *To be announced*

SOCIAL WELFARE 205. Social Institutions and Social Welfare.
(To be offered in 1970-71)

This course examines the relationship of the various social institutions—law, education—to the social welfare field. *To be announced*

SOCIAL WELFARE 210. Sociological Concepts. (First Semester)

A survey of current concepts and theoretical positions in sociology. The course will review the historical development of sociology, the relationship of sociology to the other behavioral sciences and the relevance of sociological concepts and theories for the field of social welfare. *Mr. Miller*

SOCIAL WELFARE 211. Community Analysis. (First Semester)

This seminar is designed to serve three purposes: a. To consider some of the principal ways of conceptualizing community phenomena. b. To relate various research findings and conceptualizations to the problematical aspects of American communities and what can be done about them. c. To broaden the student's knowledge of basic sociological concepts and analytical modes.

While the findings of systematic investigations from various behavioral sciences are used as a knowledge basis, the emphasis is on the sociological approach to the community as a type of human organization. *Mr. Warren*

SOCIAL WELFARE 212. Theory and Research in Formal Organizations.
(To be offered in 1970-71)

An analysis of selected theories of organizational behavior with reference to social welfare institutions. Special attention will be given to problems in applying general organizational theory to current principles of planning, organizing and administering social welfare agencies. *Mr. Kurtz*

SOCIAL WELFARE 213. Social Psychology. (Second Semester)

A presentation of concepts and problems of social psychology focusing initially on the individual and subsequently on the group as the unit of analysis. *Mr. Schooler*

SOCIAL WELFARE 215. Urban Politics in the United States.
(Second Semester)

An examination and analysis of government, politics and policy development in urban America; the position of the city in the Federal system; municipal finance and the classic service functions of local government; the era of "bosses," "machines," and Progressive reform; modern forms of city government; the contemporary nature of city politics; the patterns through which community issues are resolved; and, the problems of metropolitan areas and the various methods being used in an attempt to cope with them. Throughout the latter half of the course, special attention will be given to questions concerning the development and execution of public policy for urban areas and the functions of professional planning in a pluralistic political system. *Mr. Binstock*



SOCIAL WELFARE 217. Economic Approaches to Social Welfare.
(Second Semester)

The relationship of economic analysis to the problems of social welfare policies and institutions, the analytic tools of economics. Emphasis will be placed on problems of income distribution, unemployment and the notion of economic efficiency.
Mr. Rosenthal

SOCIAL WELFARE 218. Individual Behavior. (First Semester)

This course will consider theories and research of a psychological character. It will also take into account biological and physiological determinants of individual behavior and examine the part individual differences play in comparison with social and economic ones.
Mr. Hoffman

SOCIAL WELFARE 230. Research Methods. (Second Semester)

A survey of methods applicable to research in the field of social welfare. The course includes a consideration of the assumptions underlying social research methods and the development, implementation and execution of research designs. Various research approaches will be examined and technical procedures described, including questionnaire construction, interviewing, content analysis, scaling, participant observation, small group analysis and the use of punch-card equipment. Administrative policies, personnel arrangements, estimation of costs, and the reporting of research will be discussed, as well as some of the special problems of applied and action research.
Mr. Freeman

SOCIAL WELFARE 231. Statistical Ideas in Research. (First Semester)

An analysis of the uses of statistics in social research and the assumptions underlying statistical procedures. The first part of the course covers descriptive statistics, and the second examines the use of statistics in drawing inferences. Although the course is directed primarily at providing an understanding of the logical basis of statistical analysis and the potentialities and limitations of statistical methods, students will become familiar also with the technical procedures of applied and action research.
Mr. Kurtz

SOCIAL WELFARE 232. Methods of Social and Economic Research in Medical Care.
(To be offered in 1970-71)

This course will consider the utility and application of sociological, economic and epidemiological methods. Problems of measurement, design and analysis will be examined as well as the practical problems in implementing studies in the field of medical care.
Mr. Freeman

SOCIAL WELFARE 241. Introduction to Social Planning. (Both Semesters)

This course is designed to give students a basic understanding of the evolution of theories of practice, organizational trends and current issues in the field of social welfare planning. Theories from related fields, such as sociology, psychology, and political science will be examined as they contribute to the building of theory for use in community organization and planning practice. An introduction to contemporary planning theory will consider newer concepts in methods and their use in professional intervention to influence change. Application of theory will be made to typical community planning problems. *Mr. Austin and other faculty*

SOCIAL WELFARE 242. Comprehensive Planning for the Handicapped. (Second Semester)

This seminar amplifies general concepts of planning relevant to disability. Utilizing recent examples of national and state planning concerned with disability and rehabilitation, the seminar will analyze the conceptual framework as well as the suggested methods for implementing plans. *Mr. Dybwad*

SOCIAL WELFARE 243. Comparative Social Planning. (To be offered in 1970-71)

This course will provide a comparative analysis of planning strategies in different countries. *To be announced*

SOCIAL WELFARE 259. Administration. (First Semester)

As basic course from the administrator's point of view emphasizing major theoretical concepts of administration and their relation to the realities of social welfare organization and practice. *Mr. Cook*

Heller students and faculty discussion project following tour of Appalachia





Institute on Gerontology

SOCIAL WELFARE 262. Urban Policy Issues.

(To be offered in 1970-71)

An examination and analysis of contemporary public policies directed towards urban communities, with particular attention to intergovernmental relations, financial constraints and potentialities, and emergent forms of political reorganization.

Mr. Binstock

SOCIAL WELFARE 263. Economic Aspects of Social Policy.

(First Semester)

The basis and relevancy of economic decision-making in the determination of social welfare policy. Description of the economic structure of society and of the objectives of social welfare activities. Economic aspects of social welfare policies. Application of principles of economic analysis to decision-making in social welfare programs.

Mr. Rosenthal

SOCIAL WELFARE 264. Urban Economics. (Second Semester)

This course will focus on the economic system in the urban community and on the economic behavior of urban dwellers. It will examine the impact of the economic system on the individual and family including various patterns of consumer behavior, the relationship between consumer expenditures and communal ones, and the relationship of the economic system to other systems in the urban community.

Mr. Schulz

SOCIAL WELFARE 266. Practica. (Both Semesters and Summers)

Designed to enhance the student's ability to move into an unfamiliar situation, learn something about its dimensions and develop a useful role. Settings will be used which broaden the students' research and planning competence.

Mr. Perlman, Faculty and Staff

SOCIAL WELFARE 274. Organization of Groups for Social Change.
(Second Semester)

This course focuses on the organization of groups and social action at a neighborhood or local level. The course will examine both traditional and radical perspectives on local social action. A variety of outside lecturers with different viewpoints will participate.

Miss Sieder, Mr. H. Jones

SOCIAL WELFARE 275. Urban Development and Community Organization.

(To be offered in 1970-71)

The organizing focus for this course is the local community or urban region, and practice in settings which relate social and physical environment. It will deal with the social components in urban development including: the relevant population groups (especially those at special risk), programs and systems of programs for social intervention, a critique of their functioning, decision-making and implementation strategies addressed to urban social problems.

Mr. Gurin



SOCIAL WELFARE 276. Social Welfare Policy and Planning.

(To be offered in 1970-71)

The organizing focus for this course is the national community and planning in settings which relate social and economic factors in national social development. It will deal with social components receiving attention at the national scene, including relevant definitions of: population groups; national systems of programs, linked to state, regional, and local components, for social intervention; decision-making and implementation strategies. Case material will be drawn from three substantive area concentrations: life cycle, social deprivation and medical care, but limited to national illustrations.

Mr. Morris

SOCIAL WELFARE 280. Evaluative Research. (Second Semester)

Special problems and opportunities of evaluative research. Researcher-practitioner role relationships; problems of entry and legitimation; formulation of questions and hypotheses; design considerations in natural social settings; problems of sampling and generalization; measurement problems, data collection and analysis, etc.

Mr. W. Jones

SOCIAL WELFARE 281. Measurement of Social and Economic Needs and Resources.

(To be offered in 1970-71)

This course will examine the development of indicators at both the local and national level. The problems of measurement and conceptualization of human needs and resources will be described. The methods of statistical analysis relevant to the measurement of needs and resources and to their utilization will be identified. The utility of existing and projected measures for practice and intervention will be discussed.

Mr. Rosenthal

SOCIAL WELFARE 291. Effects of Ethnicity and Social Class on Human Behavior. (Second Semester)

A review of concepts of culture, subcultures, life style, socialization, values, acculturation. A view of ethnicity and social class and their interaction as subcultures, and as variants in access to resources and opportunity. Intensive studies of



selected groups, with review of the research literature, with analysis of intra-group variation as well as modal tendencies; change dynamics within groups as well as response to interventive efforts; inter-group relationships, conflicts, cooperation.

Mr. Papajohn

SOCIAL WELFARE 295. Social, Physical and Psychological Progress in Children and Adolescents. (First Semester)

This course examines the social and psychological development of persons from birth through adolescence.

Mrs. Turner

SOCIAL WELFARE 301–302. Research Seminar in Income Maintenance. (Both Semesters)

This seminar will involve students in all stages and vicissitudes of a large-scale social policy research project testing the effects of children's allowances. Students will also study developments concerning income maintenance research in progress elsewhere, and current social policy developments related to this issue. The seminar will continue throughout the duration of the project, but academic and internship credit will be assigned on a term or yearly basis.

Mr. Gil

SOCIAL WELFARE 315. Theory, Design and Inference. (Second Semester)

An introduction to the process of theory construction in relation to research design. Various models and approaches to theory are considered and applied to research reports and designs. Readings in the course include literature from philosophy of science to problems in drawing inference from statistical findings.

Mr. Kurtz

SOCIAL WELFARE 331. Administrative and Operational Research. (To be offered in 1970–71)

This seminar will deal with the research component of the administrative process as an instrument for problem solving, decision making, planning and policy formulation. Selected issues will be reviewed including service accounting systems, cost benefit analysis, program-planning-budgeting-systems, quality control, staffing patterns, client and population analysis, social indicators, program evaluation, etc.

Mr. Gil

SOCIAL WELFARE 334. Social, Physiological, and Psychological Processes in Adulthood and Old Age. (Second Semester)

This seminar will draw upon theoretical knowledge, research, and accumulated experience in the various aspects of aging. Among the topics to be covered are: The social setting, age status system and age grading, the role of work and play, biological changes in mid and old age, personality processes, psychology and sociology of death, psychopathology, the social problems involved in medical advances and successful aging.

Mr. Hink

SOCIAL WELFARE 335. Quantitative Analysis of Data. (First Semester)

The course is centered about a student project to be carried out using elementary statistical procedures and digital computer programs. The student must supply his own data and conceptualization of the problem. No prior knowledge of computer programming is assumed.

Mr. K. Jones

SOCIAL WELFARE 339. Field Methods in Research.

(To be offered in 1970-71)

The course will discuss social research problems which do not lend themselves to examination by quantitative methods. A particular concern will be with the analysis of data obtained by participant and other observational techniques. All students will be expected to attempt data collection in the field by means of a technique of their choice.

Mr. Miller

SOCIAL WELFARE 340. Governmental Social Welfare Programs.

(To be offered in 1970-71)

Basic issues and policy problems in public assistance, public child welfare and Federal, state and local organizations and relationships. The financing of public welfare; relationship among various public welfare programs; social insurance versus public assistance; specialized public welfare services versus generalized services; role of public versus voluntary agencies.

Mr. Schottland

SOCIAL WELFARE 341. Tools of Social Welfare Planning.

(First Semester)

An analysis of alternate techniques used in social planning. Various survey methods, systems analyses, cost benefits analyses, program planning and budgeting methods, and analysis of census data will be considered from the viewpoint of their value in specific phases of the planning process. Problems of articulating social phenomena in quantitative and measurable units will be reviewed. Consideration will be given to improving available tools and making their use more precise. An introduction to the development of purpose-specific tools in planning, their utility and limitations.

Messrs. Callahan, Freeman and Morris

SOCIAL WELFARE 344. The Aging in Modern Society.

(To be offered in 1970-71)

A review of the newly created issues confronting society as a result of the rapid growth in the aged population, economic provision for widespread retirement and the extension of retirement life expectancies. The impact of an aging population upon social organization of health and welfare services will be reviewed with emphasis given to selected policy issues; patterns of organization in the United States and in Western Europe, with stress upon policies for dealing with the conflict of specialized versus generalized services. Development of institutional versus non-institutional methods of care. Basic policy issues in services for the aging.

To be announced

SOCIAL WELFARE 349. Urban Planning and Social Policy.

(First Semester)

Interdisciplinary approaches to policy determination and planning for urban problems, drawing on methods of (a) city and regional planning and (b) social welfare planning. Definition of urban problems as seen in the framework of each discipline, and identification of promising areas for collaborative planning. The term's work will focus on developing and evaluating techniques for dealing with selected problems in relocation planning, manpower training and urban renewal. Problems of objective data accumulation, analysis and application to current urban problems, such as segregation and poverty, will receive special attention in practicum research projects. Other problems to be considered for selection and treat-

ment are the differential functions of metropolitan neighborhoods, economic, social and ethnic differentials in population requirements, the improvement of the urban environment and planning for a mobile urban population. (Offered jointly with the Department of City and Regional Planning, Massachusetts Institute of Technology.) *Mr. Austin*

SOCIAL WELFARE 350. Urban Planning and Social Policy.
(Second Semester)

A continuation of SW-349, using interdisciplinary approaches to urban planning. This semester concentrates on planning for health services in urban areas. The nature of the urban health system, trends affecting its components, and health planning structures are examined. Planning interventions on behalf of low income or disadvantaged populations are evaluated, with special attention being given to manpower and resource allocation, data requirements, locational issues, relationships between consumers and professional service providers, and decision-making issues. Field opportunities are provided with resident and with health organizations at work in Model City and other sub-sectors of the Boston metropolitan area. (Offered jointly by the Department of City and Regional Planning, M.I.T.) SW-349 is *not* a prerequisite. *Mr. Morris*

SOCIAL WELFARE 351. Community Mental Health. (Second Semester)

This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed. *Mr. Scott*

SOCIAL WELFARE 352. Advanced Statistics. (Second Semester)

The course will deal with simple correlation, partial and multiple correlation and analysis of variance. Since most problems will be done by computer program, a knowledge of the computer as well as elementary statistics is assumed. *Mr. K. Jones*

SOCIAL WELFARE 360. Advanced Administration.
(To be offered in 1970-71)

A seminar devoted to development of principles and theory of administration with specific reference to social welfare organization. Consideration of theories of organizational behavior and of administrative process will be undertaken as a backdrop for the analysis of administration in social welfare. The special conditions imposed by the type of service administered, governmental or voluntary sponsorship, the locus of the service in an independent or a host agency, and the degree of professionalization of the personnel providing the service will be identified. The prospects for administration as a major area of practice in social work will be discussed. *Miss Sieder*

SOCIAL WELFARE 370-371-372-373. Tutorial Courses. (Title and Content by Instructors and Student Interest) (Both Semesters)

By special arrangement, courses may be taken by individual students, under the supervision of a member of the faculty in special areas. *The Faculty*

**SOCIAL WELFARE 390. Social Organization of Medical Settings.
(Second Semester)**

This course will provide an analysis of the structural arrangements of medical practice and of medical settings. Problems of communication and role relationships among professionals and between patients and medical personnel will be examined. The impact of structures and role relationships on quality and quantity of medical care and on use of resources will be analyzed. *Mr. Zola*

**SOCIAL WELFARE 391. Health, Community, and Society.
(First Semester)**

An exploration into the interrelationships of the nature of society and societies on the existence and treatment of health and illness. Topics include: conceptions of health and illness, patient careers, and the place of social science in medicine. *Mr. Zola*

SOCIAL WELFARE 392. Seminar on Occupations. (Second Semester)

Problems in the social organization of various professions and work systems, with special attention to the medical and health professions. The selection, recruitment, and training of these groups will be examined, and the strategic points in their careers will be considered. *Mr. Miller*

**SOCIAL WELFARE 393. Demographic, Ecological and Economic Factors
in Medical Care.**

(To be offered in 1970-71)

Analysis of the relevance of demographic, ecological, and economic factors in the structure and provision of health services. Current emphases in community health programs and medical care practice will be described and examined. The structure and provision of health services in other cultures will be considered and compared with those in the United States. *To be announced*

**SOCIAL WELFARE 394. Methods of Social and Economic Research in
Medical Care.**

(To be offered in 1970-71)

This course will consider the utility and application of sociological, economic and epidemiological methods. Problems of measurement, design and analysis will be examined as well as the practical problems in implementing studies in the field of medical care. *Mr. Freeman*

OTHER COURSES

Courses in other departments of the University are available to students in The Florence Heller Graduate School. In particular, relevant courses are available in the departments of Sociology, Anthropology, Politics and Economics.

If a particular student's program requires specialized work in an area of study which is not available at Brandeis University but which is offered by one of the many universities in the vicinity, arrangements may be made by the student's Faculty Adviser and through the Office of the Dean for such work to be undertaken at a neighboring institution.



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*Simon E. Sobeloff, LL.B., Litt.D.

Benjamin H. Swig, L.H.D.

Robert L. Wolfson

President of the University

MORRIS BERTHOLD ABRAM, J.D.

Chancellor of the University

ABRAM L. SACHAR, Ph.D., Litt.D.

• Emeritus

•• Trustee-elect

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The Board of Overseers of The Florence Heller Graduate School for Advanced Studies in Social Welfare is an advisory group of citizens and professional social workers who advise and counsel with the School and University officials on the School's program.

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New York, New York

Lawrence A. Wien (Ex-officio)
New York, New York

Isador Lubin
New York, New York

Joseph Willen
New York, New York

Instructional and Research Faculty

Full Time

- (Charles I. Schottland *Dean and Professor of Social Welfare*
A.B., University of California, L. A.
(on the Hexter Chair in American Philanthropy)
- ┐ Gunnar Dybwad *Professor of Human Development*
J.D., University of Halle, Germany
- ┐ Howard E. Freeman *Professor of Social Research*
Ph.D., New York University
- (**David G. French *Professor of Social Work and Social Theory*
Ph.D., University of Michigan
(on the Manilow Chair in Community Planning)
- (i David G. Gil *Professor of Social Welfare*
D.S.W., University of Pennsylvania
- (i *Arnold Gurin *Professor of Social Administration*
Ph.D., University of Michigan
(on the Kirstein Chair in Social Planning and Administration)
- (Robert Morris *Professor of Social Planning*
D.S.W., Columbia University
- Alvin L. Schorr *Professor of Social Policy*
M.S.W., Washington University
- ┐ Violet M. Sieder *Professor of Community Organization*
Ph.D., Brandeis University
(on the Stein Chair in Human Relations)
- (John P. Spiegel *Professor of Social Psychiatry*
M.D., Northwestern University
- (Roland L. Warren *Professor of Community Theory*
Ph.D., Heidelberg University, Germany
- ┐ Robert H. Binstock *Associate Professor of Politics and Social Welfare*
Ph.D., Harvard University

* On Leave, 1969-70.

** On Leave, 1970-71.

✂ James F. Cummins M.D., Harvard University	<i>Associate Professor of Medical Care</i>
✂ Kenneth J. Jones Ed.D., Harvard University	<i>Associate Professor of Research</i>
✂ Wyatt C. Jones Ph.D., New York University	<i>Associate Professor of Research</i>
✂ Stephen J. Miller Ph.D., St. Louis University	<i>Associate Professor of Medical Sociology</i>
✂ Robert Perlman Ph.D., Brandeis University	<i>Associate Professor of Research</i>
✂ Kermit K. Schooler Ph.D., University of Michigan	<i>Associate Professor of Research</i>
Virginia H. Turner D.S.W., Washington University	<i>Associate Professor of Child Welfare</i>
David M. Austin Ph.D., Brandeis University	<i>Lecturer</i>
Douglas L. Hink Ph.D., University of Chicago	<i>Assistant Professor of Research</i>
Herbert J. Hoffman Ph.D., Boston University	<i>Assistant Professor of Research</i>
Norman R. Kurtz Ph.D., University of Colorado	<i>Assistant Professor of Research</i>
John C. Papajohn Ph.D., Boston University	<i>Assistant Professor of Research</i>

Part Time

Sanford L. Kravitz Ph.D., Brandeis University	<i>Associate Professor of Social Planning</i>
James J. Callahan, Jr. Ph.D., Brandeis University	<i>Lecturer</i>
Ernest W. Cook Ph.D., Ohio State University	<i>Lecturer</i>
Mildred Guberman M.S.W., Columbia University	<i>Lecturer</i>
Sidney S. Lee M.D., Yale University	<i>Lecturer in Medical Care</i>
Harry T. Phillips M.D., University of Cape Town, South Africa	<i>Lecturer in Public Health and Chronic Diseases</i>

Hubert Jones	<i>Lecturer</i>
M.S.W., Boston University	
James H. Schulz	<i>Lecturer</i>
Ph.D., Yale University	
Gerald Rosenthal	<i>Associate Professor of Economics</i>
Ph.D., Harvard University	
John F. Scott	<i>Assistant Professor of Research</i>
Ph.D., Brandeis University	
Nathan E. Sklar	<i>Lecturer in Health Services</i>
M.S.W., Boston University	
Leon Sternfeld	<i>Lecturer in Public Health and Medical Care</i>
M.D., University of Chicago	
Richard H. Uhlig	<i>Lecturer</i>
M.S.W., University of California, Berkeley	

Keitha H. Anderson	<i>Executive Assistant and Registrar</i>
Sarah D. Phillips	<i>Executive Secretary</i>
Myrna S. Weiner, B.A.	<i>Administrative Assistant</i>

Research Staff—The Faculty and the following:

Ozzie G. Simmons, Ph.D.	<i>Senior Faculty Associate in Research</i>
Helen MacGill Hughes, Ph.D.	<i>Faculty Associate in Research</i>
Elizabeth K. Wickenden, A.B.	<i>Faculty Associate in Research</i>
J. Wayne Newton, M.A.S.A.	<i>Project Administrator</i>
Willard K. Dodge, M.S.W.	<i>Research Associate</i>
Patricia C. Hill, B.A.	<i>Research Associate</i>
Andrew W. Lea, M.A.	<i>Research Associate</i>
Martin Lowenthal, M.A.	<i>Research Associate</i>
Robert J. Macdonald, M.A.	<i>Research Associate</i>
Barbara Marshall, M.S.W.	<i>Research Associate</i>
Margaret Sebastian, M.S.W.	<i>Research Associate</i>
Sara A. Snelling, B.A.	<i>Research Associate</i>
Lucy Thoma, B.A.	<i>Research Associate</i>

Lecturers, Visiting Professors and Field Instructors

The following participated in the program of the school during the past year as Lecturers, Visiting Professors or Field Instructors:

Carl Braden	<i>Executive Director, Southern Conference Educational Fund, Louisville, Kentucky</i>
Sugata Dasgupta, B.A.	<i>Head, Gandhian Institute of Studies, Benares, India</i>
Paul Densen, D.S.C.	<i>Director, Center for Community Health and Medical Care, Harvard University Medical School, Boston, Massachusetts</i>
William Eicker, Ph.D.	<i>Director of Research, Department of Mental Health, State of Illinois</i>
Fannie Eisenstein, M.S.W.	<i>Community Organizer for Maimonides Community Health Center</i>
Morris Eisenstein, M.S.W.	<i>Director, United Community Centers, Inc. Brooklyn, New York</i>
Stephen J. Gendzier, Ph.D.	<i>Associate Professor of French, Brandeis University</i>
Denis A. Goulet, Ph.D.	<i>Research Fellow, Center for the Study of International Development, Cambridge, Massachusetts</i>
Karl Grunewald, M.D.	<i>Child Psychiatrist and Director of Mental Retardation Services, Swedish Ministry of Welfare and Health</i>
Thomas Hexner, M.B.A.	<i>Research Fellow, Harvard University Development Advisory Service, Cambridge, Massachusetts</i>
Everett C. Hughes, Ph.D.	<i>Professor Emeritus, Department of Sociology, Brandeis University</i>
Robin Huws Jones, M.A., B.Sc., F.S.S.	<i>Principal, National Institute for Social Work Training, London, England</i>
James B. Klee, Ph.D.	<i>Associate Professor Psychology, Brandeis University</i>
Louis Lefeber, Ph.D.	<i>Professor of Economics, Brandeis University</i>
Kenneth P. Newfield, M.S.	<i>Field Instructor, School of Social Welfare, Brandeis University</i>
Gustav F. Papanek, Ph.D.	<i>Director, Harvard University Development Advisory Service, Cambridge, Massachusetts</i>
Alvin F. Poussaint, M.D.	<i>Psychiatrist, Assistant Professor of Psychiatry, Tufts School of Medicine</i>
Eugen Pusic, Ph.D.	<i>Professor of Public Administration, Zagreb University, Zagreb, Yugoslavia</i>
Irwin Sanders, Ph.D.	<i>Vice-President, Education and World Affairs, New York, New York</i>
Mary Switzer, B.A., LL.D.	<i>Administrator, Social and Rehabilitation Service, Department of Health, Education and Welfare, Washington, D.C.</i>
Richard Titmuss	<i>Head, Department of Social Administration, London School of Economics, London, England</i>
Brian W. H. Wharf, M.S.W.	<i>Field Instructor, School of Social Welfare, Brandeis University</i>

William H. Whitaker, M.S.W.	<i>Field Instructor, School of Social Welfare, Brandeis University</i>
George Wiley, Ph.D.	<i>Executive Director, National Welfare Rights Organization, Washington, D.C.</i>
William Worthy, B.A.	<i>Journalist and Lecturer</i>

Pre-Doctoral Field Instruction

The following organizations and individuals participated in the Field Instruction component of the pre-doctoral program during the past year:

Associated Jewish Community Centers Sydney Gale, M.S.W.	<i>Executive Director</i>
Beth Israel Hospital Beatrice Phillips, M.S.	<i>Director Social Service Department</i>
Boston Children's Service Charles Bates, M.S.W.	<i>Executive Director</i>
Combined Jewish Philanthropies Simon Krakow, M.S.W.	<i>Associate Director</i>
Department of Health, Education & Welfare—U. S. Government Bettye Collins, M.S.W.	<i>Social Work Program Specialist</i>
The Walter E. Fernald State School Howard Wolf, M.S.W.	<i>Head Psychiatric Social Worker, Social Service Department</i>
Hebrew Rehabilitation Center for the Aged Sylvia Sherwood, Ph.D.	<i>Director Social Gerontological Research</i>
Jewish Family and Children's Service Yitchak Bakal, M.S.W.	<i>Director Special Services</i>
Massachusetts Citizens Committee to Save Medicaid Mary Berger, B.A.	<i>Director</i>
Massachusetts Department of Mental Health George H. Grosser, Ph.D.	<i>Assistant Commissioner for Training, Planning and Research</i>
Massachusetts Mental Health Center Mary M. Scanlon, M.S.W.	<i>Mental Health Coordinator, Community Mental Health Service</i>
Massachusetts Department of Public Welfare George Bulger, M.S.W.	<i>Training Specialist, Roxbury Crossing District Office</i>
John Riordan, M.S.S.S.	<i>Executive Assistant to the Commissioner of Public Welfare</i>
Massachusetts Welfare Rights Organization William Pastreich, M.S.W. Thomas Glynn, B.A.	<i>MWRO Organizer Massachusetts MWRO Organizer</i>
South End Tenants Council Ted Parrish, M.S.W.	<i>(Director Youth Opportunity Center)</i>
United Community Services Donald Dobbin, M.S.W.	<i>Research Director</i>



Brandeis University



Brandeis University has set itself to develop the whole man, the sensitive, cultured, open-minded citizen who grounds his thinking in facts, who is intellectually and spiritually aware, who believes that life is significant, and who is concerned about society and the role he will play in it.

The University will not give priority to the molding of vocational skills, nor to developing specialized interests at the expense of a solid general background. This does not mean that what is termed practical or useful is to be ignored. Brandeis merely seeks to avoid specialization unrelated to our basic heritage—its humanities, its social sciences, its sciences and its creative arts. For otherwise, fragmented men, with the compartmentalized point of view that has been the bane of contemporary life, are created.

A realistic educational system must offer adequate opportunity for personal fulfillment. Education at Brandeis encourages this drive for personal fulfillment, but only within the framework of social responsibility. Thus Brandeis seeks to educate men and women who will be practical enough to cope with the problems of a technological civilization, yet mellowed by the values of a long historical heritage; self-sufficient to the point of intellectual independence, yet fully prepared to assume the responsibilities society imposes.

Brandeis University came into being because of the desire of American Jewry to make a corporate contribution to higher education in the tradition of the great American secular universities that have stemmed from denominational generosity. By choosing its faculty on the basis of capacity and creativity, and its students according to the criteria of academic merit and promise, the University hopes to create an environment which may cause the pursuit of learning to issue in wisdom.



This initial and unwavering commitment to excellence has earned early acceptance for the University within academic circles. Full accreditation came to Brandeis at the earliest possible moment. In 1961, Phi Beta Kappa granted permission for a chapter (Mu of Massachusetts) to be formed on its campus. Most recently the Ford Foundation assessed the record and potential of the University and buttressed their belief in its future with two major challenge grants to Brandeis for academic excellence, an accolade accorded to only five universities in the nation.

University Organization

Brandeis is one of the few small universities in the United States. The academic programs, described below, are each limited in size to encourage quality and integrity of intellectual achievement. There is constant interaction between college, graduate and professional schools, and institutes. The accomplishments of one set automatic pace for the others, and the interchange benefits all, creating an intellectual environment of decided vitality. Additionally, the organic richness of the extensive research activity fertilizes the undergraduate roots of the institution no less than the graduate and professional programs.

The College of Arts and Sciences

In keeping with its general objectives, Brandeis attaches the greatest of importance to the liberal arts curriculum. It is designed to offer full academic opportunities for those students planning to pursue graduate or professional studies as well as those whose educational objective is the baccalaureate degree.

The College of Arts and Sciences offers instruction in the Schools of Creative Arts, Humanities, Social Science and Science. Regularly matriculated students pursuing courses of instruction under the Faculty of Arts and Sciences may, upon satisfactory completion of the first year, continue as candidates for the Bachelor of Arts degree.

Established in 1948, full accreditation was received by Brandeis' College of Arts and Sciences from the New England Association of Colleges and Secondary Schools in 1953.

(Full information is available in the catalog of the College of Arts and Sciences.)

The Graduate School of Arts and Sciences

The Graduate School is designed to educate broadly as it trains professionally. It is sensitive to the fact that as specialization increases within society, the traditional boundaries between the Ph.D. and advanced professional degrees are gradually losing their distinctions. It seeks to achieve a spirit of informality, without sacrificing work disciplines.

The Graduate School of Arts and Sciences offers courses of study leading to the master's and doctor's degrees. Graduate areas include Anthropology, Astro-Physics, Biochemistry, Biology, Biophysics, Chemistry, Comparative History, Contemporary Jewish Studies, English and American Literature, History of American Civilization, History of Ideas, Mathematics, Mediterranean Studies, Music, Near Eastern and Judaic Studies, Philosophy, Physics, Politics, Psychology, Sociology and Theater Arts.

(Full information is available in the catalog of the Graduate School of Arts and Sciences.)

The Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare, made possible through the generous grant of the late Mrs. Florence Heller of Chicago, was established at Brandeis University in 1959. The School has two basic educational programs:

1. The doctoral program for experienced social welfare practitioners who have the degree of Master of Social Work, or its equivalent, and experience on a professional level.
2. The pre-doctoral program for students without professional experience leading to the degrees of Master of Social Work and Doctor of Philosophy.

The program of study both for the experienced social welfare workers and beginners leads to the doctorate and is designed to qualify graduates for administrative and consultative roles in established areas of social work, as well as newly emergent areas such as international social work, inter-group organization, labor, industry and government. Emphasis is placed upon community organization, social work administration and research, making full use of the social sciences.

Students who enter the doctoral program are required to spend two years in residence. Those who enter the pre-doctoral program will receive the degree of Master of Social Work during the period of their doctoral study when they complete the requirements for the Master's degree.

Rosenstiel Medical Science Research Center

The Lewis S. Rosenstiel Medical Science Research Center will coordinate medically oriented work in biochemistry, biology, chemistry, microbiology, psychology, sociology and in the University's Florence Heller Graduate School for Advanced Studies in Social Welfare.

The Center, created through the largest single gift in the University's history, was made possible by Brandeis Fellow Lewis S. Rosenstiel. The Center will draw together Brandeis faculty members whose research work is medically related, without diminishing their teaching responsibilities or altering important research projects already underway. Simultaneously, under the leadership of a Director and the advice of a Faculty Council, the Center will gradually broaden its scope to encourage new research, invite the participation of distinguished scholars and medical scientists, offer hospitality for younger researchers at a fellowship level, sponsor symposia and colloquia, and underwrite scholarly publication.

Mr. Rosenstiel's gift also permits the University to construct a major science facility which will house the Center and offer the scientists working in the Center the most sophisticated and modern scientific equipment and facilities.

At the same time, the Rosenstiel Biochemistry Program, established by the Dorothy H. and Lewis S. Rosenstiel Foundation in 1957, "in support of research in the natural sciences with primary emphasis in biochemistry," will continue undiminished. The program now includes more than 70 graduate and postgraduate research fellows.

Endowed Schools

The Danielsen School of Philosophy, Ethics and Religious Thought

The Albert V. Danielsen School of Philosophy, Ethics and Religious Thought was made possible through a gift from a Fellow of the University from Wellesley Hills, Massachusetts.

The School includes the Department of Philosophy which now combines undergraduate and graduate programs through the M.A. and Ph.D. degrees. The graduate program in philosophy is designed to prepare students for careers in the field as scholars and teachers, and it places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. Added to the two fully endowed chairs of philosophy in the School is the Albert V. Danielsen Chair in Christian Thought, and plans are now underway for the establishment of the Pope John XXIII Chair in Catholic Thought.

The Danielsen School thus hopes to encourage the advancement of philosophical thought in the context of contemporary issues, following the broadest scholarly and interdisciplinary approaches in an age of ecumenism and imperative social need.

Fierman School of Chemistry

The Harold and Minnie Fierman School of Chemistry, created through a benefaction from Brandeis Trustee Harold Fierman, incorporates graduate and undergraduate programs, including research activities, lecture programs and colloquia. The American Council on Education has cited the Brandeis program as a national leader in the field of graduate study.

At the undergraduate level the curriculum is highly diversified, including basic courses in analytical, nuclear, organic and physical chemistry, as well as chemical kinetics and structure determination of crystals and molecules.

At the graduate level, M.A. and Ph.D. candidates pursue advanced studies and research projects in quantum chemistry, enzyme reactions and synthetic and theoretical chemistry. Graduate students at Brandeis hold National Science Foundation Fellowships, National Institutes of Health Fellowships and National Aeronautic and Space Administration Traineeships, among others.

The School has been aided, in part, by grants from the Atomic Energy Commission and the National Science Foundation.

The Fisher School of Physics

The Martin Fisher School of Physics was established through a gift from Martin Fisher of New York City, a Fellow of the University. The School is

designed to strengthen the physics curriculum and emphasize both theoretical and experimental physics.

Through scholarship and fellowship assistance provided by Mr. Fisher, teaching and research at the undergraduate, graduate and post-doctoral levels will be enhanced, and a setting provided for lectures, colloquia and scholarly publications produced by the School.

The School's undergraduate program ranges from introductory courses in classical and modern physics, computer sciences and astronomy, to atomic and nuclear physics, theoretical and continuum mechanics, quantum mechanics, high and low energy nuclear, solid state and mathematical physics. M.A. and Ph.D. programs include 12 research courses, courses in astrophysics, atomic and plasma physics, quantum theory of fields and solids and courses in general and special theories of relativity.

Grants from such agencies as the National Science Foundation, the Atomic Energy Commission and the Bureau of Naval Research, among others, support research programs in the Fisher School.

The Kutz School of Biology

The Milton and Hattie Kutz School of Biology was made possible through a gift from the estate of the late Hattie Kutz of Wilmington, Delaware. The School encompasses the University's undergraduate and graduate biology departments. The biology curricula present a comprehensive body of courses that advance from fundamental studies to more complex areas with special heed to new discoveries and the results of current experimentation.

Students are offered a well-conceived balance between traditional background in biology and the thorough discussion of new knowledge constantly developing in this discipline. They are also encouraged to engage in original research and independent study. The biology program, directed and taught by first-rank scientists, also provides research and teaching opportunities for a large number of post doctoral fellows.

A sizable portion of the governmental, industrial and private research grants awarded to the University are devoted to varied projects in biology, including cancer research. Distinguished scientists appear frequently at colloquia and lectures to explain their investigations.

Lown School of Near Eastern and Judaic Studies

Created through the generosity of Philip W. Lown of West Newton, Massachusetts, the Lown School of Near Eastern and Judaic Studies encompasses an intensive teaching and research program in ancient and modern Jewish thought, history, culture and issues, offered by both the undergraduate

and graduate departments of Near Eastern and Judaic Studies. The University has assembled an array of distinguished scholars who offer an extremely broad complex of programs designed to prepare them for scholarly careers or for communal service.

The School includes the Center for Contemporary Jewish Studies, organized for the specific purpose of further research and seminars dealing with major contemporary issues.

The Lown School of Near Eastern and Judaic Studies cooperates closely with the American Jewish Historical Society, whose headquarters building on the Brandeis University campus was completed during 1968.

The Poses School of Fine Arts

The Poses School of Fine Arts, established through a gift from Mr. and Mrs. Jack I. Poses of New York City, embodies the broad undergraduate curriculum in the fine arts. It also incorporates the Poses Institute of Fine Arts, which supplements course-work and workshops in painting and sculpture. Plans for launching a graduate program are now under study.

The undergraduate program in fine arts provides a substantial area of studies in the form and meaning of art from the present day to antiquity. The program stresses individual creativity and the varied techniques of the artist.

The Poses Institute of Fine Arts is host to exhibitions of paintings, sculpture, artifacts and other forms of contemporary and traditional art in the University's museum and many gallery halls. It is the focus of the Brandeis art acquisition program and conducts lecture series and symposia with notable historians, critics and artists. Its annual institutes are concerned with basic issues in the arts and contemporary life.

Related Academic Programs

The Abram L. Sachar International Coordinated Degree Program

The Abram L. Sachar International Coordinated Degree Program was set up by the Trustees in tribute to the twenty years of incumbency of the first President. It is a highly selective program that sends Brandeis graduate and undergraduate students to outstanding foreign universities for up to two years to round out the training that they have had at Brandeis. The program is being modestly initiated in the 1969–70 academic year in about a dozen foreign universities with whom special arrangements have been completed. These include such African universities as Ife in Nigeria; Makerere in Uganda; the University of Ghana in Ghana; Abidjan in the Ivory Coast; Sussex in England; the Hebrew University in Israel; the University of the Andes in Colombia. In succeeding years it is expected that other universities

in various parts of the world will be included in the collaboration arrangements.

The program operates on a variety of levels. For example, a graduate student upon completion of his qualifying examination may pursue his advanced research at a university especially appropriate to his interests. Or an unusually well-qualified undergraduate may obtain permission from his department to spend two years (or a portion thereof) at a foreign university which has offerings not available or not as highly specialized as at Brandeis. Validation for work done abroad depends upon departmental approval. In some cases participation in the program may lead to the awarding of joint or coordinated degrees from both universities.

Although the emphasis of the program is upon students, provision has also been made for occasional special faculty grants to provide opportunities for Brandeis faculty to complete specialized research in foreign universities.

Since the Sachar Scholarship and Fellowship holders continue to be Brandeis degree candidates, they are expected, while overseas, to keep in close touch with their Brandeis academic advisers. At the same time, it is expected that they will work under direct supervision at the foreign university where they are enrolled.

All expenses for the scholarships and fellowships will be underwritten by the Sachar Tribute Fund. Applications for inclusion are to be directed to the Office of International Studies and will be evaluated and processed by a special faculty committee.

Wien International Scholarship and Fellowship Program

The Wien International Scholarship Program, created in 1958 by the Lawrence A. and Mae Wien Fund, is designed to further international understanding, to provide foreign students with opportunities for study in the United States, and to enrich the intellectual and cultural life of the Brandeis campus.

The Program permits the University to offer scholarships and fellowships on the undergraduate and graduate levels. The undergraduate scholarship covers the basic costs of tuition, on-campus board and room, and standard student fees. In some instances, based upon financial need, the grant may be extended to include book allowances, a weekly maintenance allowance, and—on very rare occasions—travel. Awards made for a single academic year to students who are candidates for a degree may be renewed upon application. Renewals may be granted by the Committee on the Admission of Wien Scholars and its decision is final.

Undergraduate applicants may also be accepted as Special Students. Such students must have completed at least the first degree in their home countries.

With the consent of the Director of the Program, they may then take courses at Brandeis which do not duplicate those studied at their home universities. Grants for Special Students are given for only one year and may not be renewed. It is expected that Special Students will apply for this "year abroad" in order to enhance and complement work taken in their own countries, and that these students will return to their home universities when their year at Brandeis has been completed.

All applicants for both the undergraduate and graduate grants must have a thorough knowledge of the English language inasmuch as all students study within the regularly organized curriculum. In addition, opportunities are provided for all Wien Scholars to attend special seminars, conferences, and field trips which are planned to provide an understanding of many facets of American society.

The Wien Program participates with Harvard, Boston College, Boston University, and Massachusetts Institute of Technology in the BASIS (Boston Area Seminar for International Students) summer orientation program which is open to students who have been admitted to these universities. This program facilitates the adjustment of foreign students to American academic communities. Foreign students also have the privilege of participating in a program-oriented, home-stay schedule of visits and hospitality developed through the Wien Office.

Inquiries concerning the undergraduate program should be addressed to the Wien International Scholarship Program at the University and should contain a brief resumé of the applicant's scholastic background and field of interest. Inquiries concerning the graduate program may be addressed either to the Wien Office or to the Graduate School itself.

Jacob Hiatt Institute in Israel

The University conducts an annual semester Institute in Israel. Open to college and university juniors and selected seniors who have completed introductory courses in political science, sociology, or social psychology, the Institute offers instruction in modern Jewish and Israel history, Israel political and social institutions and the Hebrew language.

Made possible by Mr. and Mrs. Jacob Hiatt of Worcester, Mass. the Institute, which is located in Jerusalem and directed by Brandeis faculty, is unique in that it emphasizes first-hand investigation. Formal classroom work is supplemented by seminars with persons prominent in Israel's political and economic life, and field work is conducted at on-the-spot locations.

Enrollment in the Hiatt Institute is also open to a limited number of qualified students from other colleges and universities. Among the colleges and universities, in addition to Brandeis, from which students have come to study at the Jacob Hiatt Institute are: Antioch, Boston University, Brooklyn

College, Brown University, Bryn Mawr, University of California, City College of New York, Carleton, Clark, Colby, Cornell, Dickinson, Goucher, Harvard, Hunter, University of Illinois, Jackson College (Tufts University), Massachusetts Institute of Technology, Oberlin, Ohio State, University of Pennsylvania, Reed, Temple, Vanderbilt, University of Vermont, Washington University, Wayne State, Wesleyan and University of Wisconsin.

Robert and Jean Benjamin Center for International Studies

Underwritten by Robert S. Benjamin, board chairman of United Artists Corporation, the Center for International Studies will support both teaching and research. It will embrace undergraduates, graduate students, resident faculty, visiting scholars and experts.

The Center's primary function will be to serve as the organizing instrument for teaching and research focusing on selective themes of scholarly importance to international studies and to the pursuit of peace.

The Center will devote itself to the theme of the international consequences of modernization in terms of a variety of topics. Any topic chosen will be explored in a number of ways.

The first and constant objective will be to combine teaching and research in a way that will benefit and stimulate teachers, graduate students and undergraduates alike.

The daily operation of the Center will be the responsibility of a director and a board of faculty advisers. The advisers will be drawn from the various departments that are most concerned with international affairs.

Lemberg Center for the Study of Violence

The Lemberg Center for the Study of Violence was organized to provide, within a scholarly setting, major research and training in the problems of violence and to establish a forum for a continuous dialogue that will reach out to all segments of the community. The staff of the Center, which is an outgrowth of the University's three national conferences on violence, seeks to analyze the legal, psychological, psychiatric and sociological aspects of violence and hopes to develop techniques for its control. The initial research activities of the Lemberg Center have dealt primarily with the causes of racial violence in fourteen major American communities.

Established through a generous benefaction of Mr. Samuel Lemberg of New York City, the Center has subsequently received substantial research grants from the Ford Foundation and the National Institutes of Mental Health.



The Morse Center for the Study of Communication

The principal function of the Morse Center for the Study of Communication is to further the art of communication in the services of higher education, and to explore ways of better using mass media with particular emphasis on international relations, government, social welfare and related areas. The Center is also concerned with the potentialities that have opened through television and radio, film and computer technology that will allow not only the transmission of knowledge but its creation and perpetuation.

Amongst programs previously undertaken have been annual quantitative studies of the programming content of American educational television (ETV) multi-national mass communication study programs for representatives of newly emerging nations in cooperation with the United States Department of State.

The Center is primarily underwritten by a major grant from Lester S. and Alfred L. Morse of Boston.

The Sarah and Gersh Lemberg Nursery School

The Lemberg Laboratory-Nursery School was established, as a unit of the Psychology department, in the fall of 1961 through the generosity of Samuel and Lucille Lemberg. Both indoor and outdoor facilities and equipment accommodate some 30 youngsters. Brandeis students enrolled in the education sequence, and students from Tufts University and Wheelock College, serve as practice teachers.

Professorships and Lectureships

Jacob Ziskind Professorships

To implement its philosophy of education, the University brings to the campus distinguished academic figures from sister universities both in the United States and abroad who serve as Ziskind Visiting Professors. This program, made possible by the Jacob Ziskind Endowment Fund, enables the

University to supplement its regular teaching staff with the presence of academicians drawn from other major streams of educational thought. Inclusion of distinguished foreign academicians serves to challenge and stimulate faculty and students with the introduction of new concepts and new educational viewpoints, thus strengthening the entire educational process.

Louis Dembitz Brandeis Memorial Lecture

The annual Louis Dembitz Brandeis Lecture, named in memory of the late Supreme Court Justice, traces its origin to the very beginning of the University's life and is presented under the auspices of the Maurice Bernstein Memorial Fund.

Abba Eban Lectureship

Through the generosity of the late Nathan Straus, this endowment permits an annual lecture by a statesman or scholar on some phase of Middle Eastern affairs.

Harold Sherman Goldberg Annual Lectureship

Established to honor the late Harold Sherman Goldberg, a Fellow of Brandeis, the annual lecture brings to the campus a leader in one of the fields of government, the humanities, fine arts, the sciences or social sciences. The fund was established by Mrs. Romaine Goldberg, other members of the family and his friends and associates.

Harry B. Helmsley Lecture Series

Established to reduce barriers that separate different races, creeds and nationalities, this annual public lecture series has, since its inauguration, featured leading philosophers, educators, government officials and religious leaders in discussions and seminars that relate to intergroup understanding.

Sidney Hillman Memorial Lecture

The Sidney Hillman Memorial Lecture in Public Concern was established by the Sidney Hillman Foundation, Inc., of New York City to create annually, in memory of the late labor leader, a sound and constructive platform which will benefit the broad society and serve an important public cause.

Adolph Ullman Memorial Lecture Series

Established by devoted friends of the late Boston philanthropist and former member of the Brandeis Board of Trustees to pay tribute to a gifted patron of the creative arts. This annual lecture series presents distinguished artists, critics and historians.

The Martin Weiner Distinguished Lectureships

The income from this endowment fund permits the designation of several Weiner Distinguished Lecturers each year. Lecturers receiving these appointments are selected not only from the academic world, but also include figures drawn from the fields of religion, government, international affairs, letters, science and the business world. The Weiner Distinguished Lecturers enrich the University's curriculum by participating in regular academic seminars and symposia and, in addition, University convocations and public events.

Stephen S. Wise Memorial Lecture

This annual lecture was established by the late Nathan Straus to bring to the University each year a distinguished representative of the liberalism that was basic to the outlook of Dr. Wise.

George and Charlotte Fine Endowment Fund

Created to supplement chamber music programs given under the auspices and direction of the Department of Music, the Fine Endowment Fund makes possible the engaging of visiting artists to perform with members of the Brandeis faculty.

Special Academic Programs

Rogoff Foundation Trust

The Rogoff Foundation Trust, a major gift established by the trustees of the Rogoff Foundation Inc., provides support for scholarships, fellowships, study or research in the pre-medical or medical sciences, or related life sciences.

American Jewish Historical Society

In the established pattern of learned groups which elect to locate at colleges and universities, the American Jewish Historical Society is housed on the Brandeis campus as a separate and autonomous organization. It provides, however, a focus for scholarly research, symposia, and a common meeting ground for interested undergraduate and graduate students, international figures and for the work carried forth at Greater Boston's many libraries, museums, colleges, and universities: thus enriching both Brandeis and the Society. Its site near both the University library and its Judaic center was made available by Brandeis. The building funds were provided by the late Lee M. Friedman, a former president of the Society, attorney and Boston resident.

Lowell Institute Cooperative Broadcasting Council

Brandeis University is a member of the Lowell Institute Cooperative Broadcasting Council, which sponsors the educational radio station WGBH-FM and Boston's educational TV station WGBH-TV, Channel 2. Brandeis, along with Boston College, the Boston Symphony Orchestra, Boston University, Harvard University, Lowell Institute, MIT, the Museum of Fine Arts, the New England Conservatory of Music, Northeastern University, Museum of Science, Simmons College, Yale University and Tufts University, makes its teaching facilities available for use by WGBH-FM and its television affiliate, WGBH-TV. One of the significant programs of the University's educational broadcasting is "The Prospects of Mankind," organized by the late Mrs. Eleanor Roosevelt, which appeared on both educational and commercial TV stations in the United States and abroad. This program was sponsored by the National Educational Television Center and was produced by WGBH-TV in cooperation with Brandeis University.

Edith Barbara Laurie Theater Arts Trust Fund

Established by Mr. and Mrs. Irving Laurie in memory of their daughter, the Edith Barbara Laurie Theater Arts Trust Fund aids in the support of the University's respected theater arts program. The funds provided in this gift avail the development and strengthening of the theater arts curriculum and its frequent stage presentations.

Dretzin Living Biographies Program

The techniques of modern electronics, the documentary and the perceptive historian have been combined in *Living Biographies*, an imaginative approach to recording the memoirs of intellectual and other public personages who influence the thought and events of their times. The program is underwritten by Samuel C. Dretzin of New York, a Fellow of the University. *Living Biographies* are video-taped and filmed interviews that serve as historic documents for advanced scholars and undergraduates. The program seeks its subjects everywhere in the world and many notable figures in all facets of public life, the professions, business, arts, sciences and education are participating in the interview program. Among those recently taped are David Ben-Gurion and Carlos P. Romulo. Also participating are Jomo Kenyatta and Julius Nyerere.

Gordon Grant Fellowships

A subsidy from the James Gordon Grant for Government of Chicago has permitted the Department of Politics to develop a special doctoral dissertation program providing Fellowships to selected qualified candidates for the Ph.D.

degree in Politics. To be eligible, students must have completed their first year graduate work, either at Brandeis or elsewhere. The Fellowship awards are limited to individuals whose dissertations deal with approved topics within the fields of American urban and/or local political problems. Fellowships may be held for one or two years. The subsidy also provides research funds, summer stipends, and travel money for field work or investigation in connection with preparation of the dissertation.

Brandeis University Creative Arts Awards

The establishment of the Brandeis University Creative Arts Awards was announced by the University during 1956. Awards are presented annually in the areas of Theater Arts, Music, Poetry or Fiction and Painting or Sculpture. In each of these fields of the arts, two types of awards are bestowed. Achievement medals are conferred upon successful artists for outstanding accomplishments during the year; and grants-in-aid are awarded to young talented persons, in recognition of their creative ability and encouragement for future study and training. Special juries are appointed annually in each of the fields to judge the competition. Winners of the 1969 Awards were:

Music: *Medal*, Ernst Krenek; *Citation*, Henry Weinberg

Literature: *Medal*, Leonie Adams; *Citation*, Galway Kinnell

Painting-Sculpture: *Medal*, Jose De Rivera; *Citation*, Mark Di Suvero

Theater: *Medal*, Boris Aronson; *Citation*, The Negro Ensemble Company

Notable Achievement: Lewis Mumford

Office of Adult Education

To provide adults with the opportunity to pursue courses of instruction in areas of particular interest to them, the Office of Adult Education sponsors daytime seminars, and evening lecture courses, all directed by members of the Brandeis faculty, and all consistent with the quality of Brandeis academic offerings. In addition, the office plans and presents a variety of special public lecture programs throughout the academic year.

Summer Institutes for Adults

The Summer Institutes for Adults seek to broaden the University's academic scope by offering a unique residence program to adults from all sections of the country. Participants may spend either one or two weeks of intensive, uninterrupted study, directed by Brandeis faculty members and supplemented by guest lecturers, on topics broadly concerned with the problems and trends of contemporary civilization.

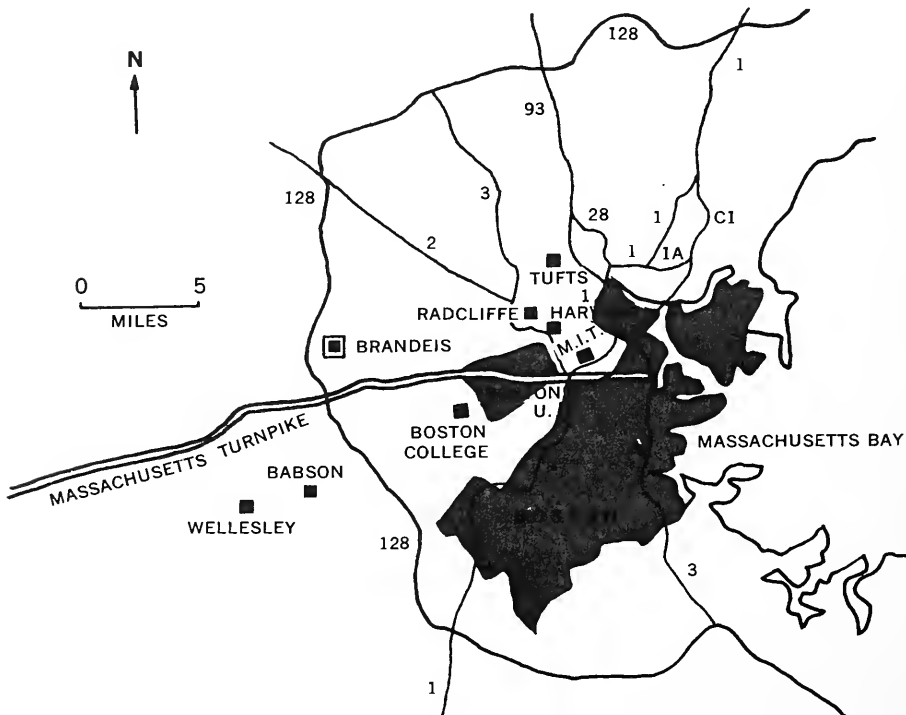
General Description

Brandeis University, on the southwest outskirts of Waltham, Massachusetts, is ten miles west of Boston, adjacent to Wellesley and near historic Lexington and Concord.

From the eastern Charles River boundary, University grounds sweep upward to New England's famed Boston Rock, where Governor Winthrop and his Massachusetts Colony explorers first surveyed the region that is today Greater Boston.

By automobile, the campus may be reached as follows: *From the south and west* take Exit 14 of the Massachusetts Turnpike and follow signs to Route 128 North, then Exit 51, left turn at end of exit ramp and follow signs to Brandeis. *From the north:* Route 128 south to Exit 51, then follow signs. *From Boston:* Massachusetts Turnpike Extension to Exit 15, follow signs towards Route 30 and Weston, right turn at Route 30, left turn at traffic light; or follow Commonwealth Avenue (Route 30), until the intersection just west of the Route 128 overpass; follow signs to Brandeis.

By public transportation: The campus is adjacent to the Roberts Station of the Boston and Maine Railroad (West Concord Line), from which trains run on a frequent schedule to and from downtown Boston (North Station) and Cambridge. Rapid Transit facilities terminate at the Riverside Station of the Massachusetts Bay Transportation Authority (MBTA), 3 miles from campus. Public bus and taxi service operate between Riverside and Brandeis.





Massell Quadrangle

Long distance bus travellers will find that it is much easier to alight at Riverside or Natick rather than Park Square, Boston. All Greyhound through and express buses stop at Riverside. Trailway buses stop at their Natick, Mass., terminal on Speen Street. Train travellers from the South should de-train at Boston, but train travellers from the west should get off at Newtonville, a 20-minute ride from campus on the Roberts bus. From Logan Airport, the easiest route is by taxi to North Station and from there to the Roberts stop (check train schedule first). Rapid Transit is also available from Logan to North Station.

Academic and Administrative Buildings

Abelson Physics Building

Completed in 1965, the Abelson Physics Building houses teaching and research laboratories of the Physics Department. It also includes a major physics lecture and demonstration hall.

Administration Center

Overlooking the main entrance to the campus, the Brandeis University Administration Center houses the offices of the president, vice-presidents, deans, student administration, university administration and the National Women's Committee. Conference room facilities serve the Board of Trustees, faculty and administrative staff. The Center comprises Bernstein-Marcus Administration Center, Gryzmish Academic Center and the Julius and Matilda Irving Presidential Enclave.

Bass Physics Building

A unit of the Science Quadrangle, the Bass Physics Building includes research facilities for the Physics Department as well as departmental offices.

Bassine Biology Center

The Bassine Biology Center houses all of the research activities of the Biology Department. It includes environmental growth chambers and greenhouses in addition to laboratories, laboratory support areas, preparation rooms, and seminar facilities for the use of Biology faculty and research personnel.

Brown Social Science Center

Adjacent to the library, the Brown Social Science Center includes three structures.

The central building houses the Anthropology, Economics and Psychology Departments. It contains classrooms, seminar rooms, faculty offices, laboratories and a small anthropology museum. Glass walls overlook an attractively landscaped quadrangle which the Social Science Center encloses.

Schwartz Hall houses a 300-seat lecture auditorium, classrooms and a spacious lounge. Millions of viewers across the nation have watched television programs recorded in the main auditorium, specially equipped for use as a television studio. The lounge contains a permanent exhibit of Oceanic Art and Ethnographic objects donated to the University by Mrs. Helen S. Slosberg.

Lemberg Hall is the home of the Lemberg Laboratory-Nursery School, operated by the Department of Psychology. Classrooms with specially constructed walls of one-way glass enable students to observe youngsters in the nursery school and to record their development from the observation room. Lemberg Hall also houses the Psychological Counseling Center.

Brown Terrarium

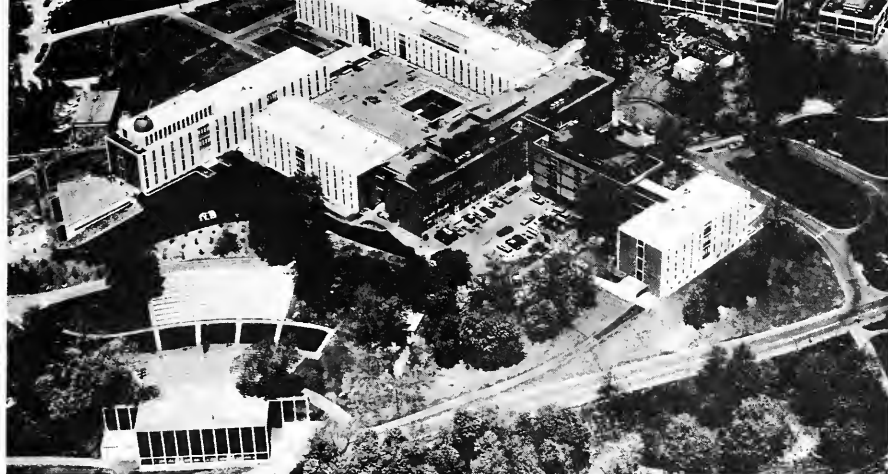
Brown Terrarium, a completely equipped experimental greenhouse, located between the Faculty Center and Sydeman Hall, provides facilities for botanical research.

Dreitzer Art Gallery

Designed as an adjunct to the art exhibition facilities of the University, the Mildred and Albert J. Dreitzer Art Gallery houses special loan exhibitions as well as periodic displays of selected art works from the University's permanent collection.

Lemberg Nursery School





Gerstenzang Science Quadrangle with Ullman Amphitheatre in foreground

Harry Edison Chemistry Building

A center for research in Chemistry, completed in 1965, the Harry Edison Chemistry Building includes laboratories and research offices for faculty, postdoctoral research fellows and other research personnel of the Chemistry Department.

Faculty Center

On the south campus is the Faculty Center, containing club facilities, lounges, the faculty dining room, a private dining room for faculty meetings, and apartments for visiting faculty and lecturers.

Ford Hall

Near the central campus, Ford Hall contains classrooms, laboratories, faculty offices and Seifer Hall, an auditorium seating 500, which is used for lectures, large student meetings, and major conferences.

Friedland Research Center

Joined to Kalman Science Center by an overhead corridor of glass and stainless steel, Friedland Research Center provides four stories of modern laboratories which house research in biochemistry and related life sciences.

Gerstenzang Library of Science

The central structure of the Science Quadrangle is the Gerstenzang Library of Science. This building includes a science library and lecture-demonstration auditoria. The library contains stacks for 250,000 volumes, along with facilities for preparation and use of microfilms, a periodical room and journal reading area, office and other library administration facilities. The lecture-demonstration halls are constructed as amphitheatres, one seating 300 and the other 100. This unit is connected to all other buildings in the University's Science Complex.

Goldfarb Library Building

Near the center of the campus, Goldfarb Library Building is a brick, limestone and glass structure with an ultimate capacity of 750,000 volumes. On the periphery of its open stacks are student study carrels and faculty studies. Seminar rooms are provided for those courses requiring intimate and immediate access to library resources in specific research and reference areas. The library also contains audio-visual aids, specialized reading rooms, typing rooms and lounge facilities. Works of art from the University collection are on constant display in the many galleries of the building.

Golding Judaic Center

Overlooking the campus from the northeast corner of the Academic Quadrangle, Golding Judaic Center contains classrooms devoted to the study of the Near East, Judaics and related subjects. Classrooms and faculty offices ring its large, central lecture hall.

Goldman-Schwartz Art Studios

The Goldman-Schwartz Art Studios provide classrooms, faculty offices and sculpture areas for the Department of Fine Arts and studios for faculty, advanced students and artists-in-residence. Its completion marked a major step in fulfilling the master plan for a unified creative arts enclave extending across the southwest campus.

Goldsmith Mathematics Center

Completed in 1965 as a unit of the Science Quadrangle, the Goldsmith Mathematics Center provides classrooms, seminar rooms, research offices, faculty offices and a mathematics library for the use of the Mathematics Department.

Hayden Science Court

The Charles and J. Willard Hayden Court, comprising several acres in the central campus area, is the site of present and projected science facilities of the University. This area has been set aside as a memorial to two generous benefactors, whose pioneer gift stimulated the extensive scientific programs of the University.

Heller School Facilities

The Florence Heller Building, completed in 1966, houses the administrative, faculty and teaching activities of the Florence Heller Graduate School for Advanced Studies in Social Welfare.

A major research center, the Benjamin Brown Building, provides research offices and work rooms for the multifaceted research programs being conducted by the Heller School.

Kalman Science Center

The University's first structure devoted entirely to science, Kalman Science Center continues to be the key facility in the growth of the University's science facilities. This center contains instructional and research laboratories for the undergraduate School of Science and for the advanced work of the Graduate School of Arts and Sciences.

Kosow Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to the building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

Lecks Chemistry Building

Adjoining the existing Kalman Science Center, the Lecks Chemistry Building provides modern laboratories and research spaces for the expanding chemistry research program of the University.

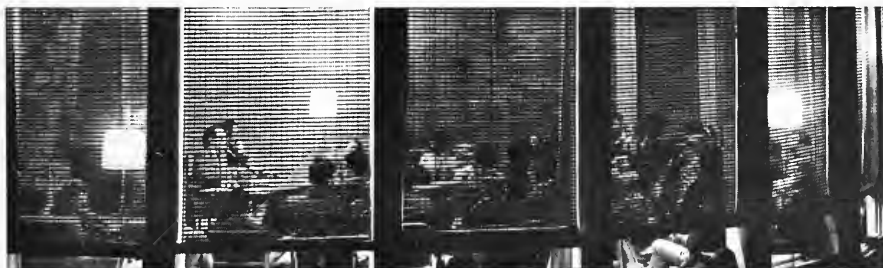
Olin-Sang American Civilization Center

On a hillside overlooking the library and Three Chapels Area, the Olin-Sang American Civilization Center provides unique seminar-classroom halls which include display areas for the placement of original manuscripts and source materials relating to the courses offered. Included are the Diplomatic Studies, Human Rights, Lincoln, Presidential, Washington, Judicial, Legislative, Ethnic Studies and Slater Halls. The Shapiro Forum, which is the building's lecture auditorium, is patterned after the United Nations General Assembly hall.

Pearlman Hall

A circular lounge, walled in glass, is a unique architectural feature of Pearlman Hall. Its main building contains classrooms and seminar rooms and houses the Sociology Department.

Pearlman Hall



Rabb Graduate Center

The rapid growth of the University's Graduate School of Arts and Sciences has made it necessary to expand the facilities allocated for Graduate School administrative activities and for graduate teaching in the humanities. The Rabb Graduate Center provides administrative and faculty offices, seminar and teaching rooms and study space for graduate students.

Rapaporte Treasure Hall

Adjacent to Goldfarb Library Building, and joined to it by a glass-enclosed lobby, Rapaporte Treasure Hall is the repository for rare books, incunabula and other library treasures. The upper level serves as the main exhibition area and the lower level stores the University's growing collection and includes a specially constructed vault with provision for the protection of these rare items against the ravages of time, temperature, humidity, fire or theft. Special display areas are built into the Rapaporte Treasure Hall.

Rose Art Museum

Located within the Creative Arts enclave, the Rose Art Museum is the focal point for the University's rapidly burgeoning art collection. On permanent display are portions of the noted ceramic collection of Mr. and Mrs. Edward Rose. Major loan exhibitions are placed on display during the academic year as well as selections from the University's permanent collection. The wishing pool on the lower level is both a pleasant setting for quiet reverie and the objective of coin-tossing students before examinations. During 1969, construction of a major addition to the Rose Art Museum will be started. This addition will include a special room for an expanded permanent display of the art collection of Mr. and Mrs. Rose. There will also be a special print room as well as enlarged administrative and service areas for museum personnel. The expanded Rose Art Museum will be the dominant feature of a substantially enlarged art exhibit area at Brandeis.

Rose Art Museum



Segal Physics Building

A unit of the science research center, the Segal Physics Building includes research offices for theoretical physicists, laboratories for research in physics, and newly developed research areas for investigations in high energy physics.

Shiffman Humanities Center

Atop a hillside where its glass walls reveal spectacular views of the campus and the country north of Boston, Shiffman Humanities Center employs a new academic concept in educational architecture. Original manuscripts, portraits, and source materials related to courses being offered are displayed in the seminar rooms. The latest in electronic language teaching facilities are employed in the building's language laboratory. Included are the Language and Phonetics, English and American Literature, Classics, Philosophy, Renaissance, Germanic and Asian Studies Halls.

Slosberg Music Center

Located at the entrance to the campus, the Slosberg Music Center includes classrooms, practice rooms and office facilities for the Music Department. The Center has its own music library and a recital hall which seats 250 with carefully designed acoustical treatment. Slosberg Recital Hall is the location of the University's rich program of chamber music concerts and solo performances. It also houses the University's baroque organ, given by Mrs. Aber D. Unger of Baltimore, Maryland, as a memorial to her late husband.

Spingold Theater Arts Center

The Spingold Theater Arts Center is a unique and imaginative concept translated into exciting design. With a theater auditorium as its hub, the circular Center includes areas for every facet of the teaching and performing arts; workshops, design rooms, costume preparation and storage areas, rehearsals and dressing rooms, a little theater and a dance studio. Spacious areas are equipped as classrooms and offices, and the great lobby has been envisioned for displays of painting, sculpture and other treasures. The Center's location on the southwest campus places it at the hub of Brandeis' creative arts teaching facilities.

Sydeman Hall

This annex to Ford Hall houses laboratories, classrooms, faculty offices and the University's Computer Center.

Ullman Amphitheatre

Utilizing a natural bowl below the science buildings, the Amphitheatre has a complete stage with full lighting equipment and orchestra pit, classrooms and faculty offices. It is the colorful setting for University convocations and commencements. The University's Communications Institute is housed in the Ullman Amphitheatre.

Wolfson-Rosensweig Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to that building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

Athletic Facilities

Memphis Tract

A twenty-six acre area on the east edge of the campus, Memphis Tract contains the Shapiro Athletic Center, Marcus Field, Gordon Field and Rieger Tennis Courts.

Spingold Theater Arts Center



Gordon Field

One of the nation's most modern tracks rings Gordon Field where the University's track and field squad plays host to teams from throughout the east. The central area provides playing fields for the University's intramural football teams and specialized accommodations for intercollegiate field events.

Linsey Sports Center

The Joseph M. Linsey Sports Center includes an Olympic-size swimming pool, squash courts, fencing room and other athletic teaching facilities. Connected to the athletic center, the sports center provides facilities for substantial enhancement of the University's physical education and intercollegiate athletic programs.

Marcus Playing Field

Brandeis' international student body has won respect for its soccer prowess on Marcus Playing Field, which also contains the varsity and practice baseball diamonds and a softball diamond.

Shapiro Athletic Center

Throughout the school year the main gymnasium operates day and night with varsity and intramural competition as well as physical education activities. The gymnasium is also used for public lectures, student dances and major conferences. In addition, classrooms, offices for the physical education faculty, team, and physiotherapy rooms and dressing rooms are included in Shapiro Athletic Center.

Rieger Tennis Courts

The Rieger Tennis Courts are the scene of informal as well as intramural and intercollegiate tennis competition. They are located to the rear of the Shapiro Athletic Center.

Residence Halls

Campus living accommodations consist predominantly of double rooms, some single rooms and larger quarters. Each residence hall has its own lounge or lounges. Modern laundry and other conveniences are available to all students. Each resident student should bring blankets, lamps and such rugs and decorations as are desired. Arrangements for linen and towel service may be made through the University.

East Quadrangle

The East Quadrangle residence halls include Hassenfeld House, Rubenstein Hall, Pomerantz Hall, Krivoff House and Shapiro Brothers Hall. A large central lounge serves all of these buildings, and the entire area is complemented by the Benjamin and Mae Swig Student Center which includes a dining hall and lounge facilities.



Leon Court

Leon Court, a residence area, has four dormitories and a large student center-dining hall grouped around an attractive, wooded quadrangle. Each dormitory unit contains fully equipped student rooms, a lounge and large recreation room. Dormitories in this quadrangle have been designated the Scheffres, Gordon, Cable and Reitman Halls. The student dining hall is Milton and Hattie Kutz Hall.

Massell Quadrangle

Consisting of Shapiro, DeRoy, Renfield and Usen Residence Halls, and the Sherman Student Center, this is a major housing and recreational area. Each unit has functionally equipped rooms with maximum living and closet space. Ground floor lounges overlook the central quadrangle and the walks encircling Anne J. Kane Reflecting Pool.

Ridgewood Quadrangle

Emerman, Fruchtman, Danciger, Allen and Rosen Residence Halls comprise the University's living areas for students on the south campus. Each hall has two lounges opening on the quadrangle.

Rosenthal Dormitories

Adjacent to the Massell Quadrangle, are three new dormitories, completed in 1968, which accommodate 168 students. This grouping of buildings has been underwritten by Mr. and Mrs. David Rosenthal of New York City.

The Usen Castle

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Irving and Edyth Usen Castle has been remodelled into single, double, and larger rooms for women. Its ground floor houses the University Snack Bar and the student-operated coffee shop, *Cholmondeley's*. On the second level of the Usen Castle, is the Usen Commons, a circular, conservatory style lounge, used for dances and social functions. Greater Boston spreads out in a panoramic view from the windows of Usen Commons.

Schwartz Residence Hall

This companion structure to the Castle houses women. Its lounge, a retreat for reading, relaxation and entertainment, is furnished in contemporary style.

Casty House

Located in Weston, Massachusetts, a few minutes from the campus, is Casty House, residence of the President of the University. The 25-room Tudor mansion was originally gifted to the University by the late Mrs. Boice Gross and was recently renovated and will be maintained through a gift from Mr. David Casty, a Fellow of the University.

Student Centers

Sherman Student Center

The glass walls of Sherman Student Center rise from the ground level to roof, overlooking Massell Quadrangle and the Kane Reflecting Pool. Its ground floor dining hall serves several hundred students daily and is frequently utilized as a banquet hall for major University functions. Along the upper level are located a large lounge, game room and two smaller dining rooms. Bulletin boards of these rooms serve as the major communications center for student activities and the walls frequently are hung with special art exhibits. Dances, parties and meetings often occupy the entire building on busy evenings.

Feldberg Lounge

Spacious and comfortable, this glass and brick walled lounge is used for informal discussions, lectures, songfests and conferences and is a favorite meeting place between classes. Works of art by student and professional artists are on constant exhibit.

Kutz Hall

A towering ceiling, attractive furnishings, a site overlooking Greater Boston, make Kutz Hall a versatile and popular student dining hall. Banquets seating 500 are held on its main floor. An outdoor terrace and commodious balcony provide unusual settings for receptions and student social activities. Folding walls under the balcony permit creation of private rooms for dinner meetings of student or faculty groups. The towering north wall of Kutz Hall mirrors the rest of Leon Court in its more than 8000 square feet of glass.

Swig Student Center

The attractively furnished Swig Student Center, in the East Quadrangle, provides dining facilities for students as well as lounge and terrace for student receptions and social activities. It also includes a private dining room for dinner meetings of student groups. The Swig Student Center is connected to the dormitories of the East Quadrangle by an overhead walk.

Mailman Hall

This striking glass, brick and granite structure provides spacious lounges, modern recreational rooms and facilities for the display of painting and sculpture. A recently completed addition to this building includes student publication offices, the campus radio station, offices and meeting rooms for the Student Council and other student organizations. Designs are now being completed for enlarging Mailman Hall and transforming the facility into a University mental health and psychological counseling center.

Dining Halls

University dining halls are located in Kutz Hall, Swig Student Center and Sherman Student Center. A separate kitchen is maintained in Sherman Student Center for those wishing special dietary meals. In addition, light refreshments are provided in the Castle Snack Bar and *Cholmondeley's*.

Stoneman Infirmary

On the forward slope of the campus, near the Castle, the Infirmary houses a first aid treatment room, lounge, out-patient clinic, four consulting suites, and rooms for twenty-four bed patients.

The Three Chapels

Assuming that worship is a matter of mood and spiritual climate, not limited to words or ceremonies, the University's Harlan, Berlin and Bethlehem Chapels serve the Protestant, Jewish and Catholic faiths. A centrally located pulpit serves a large outdoor area where shared functions are celebrated. Student organizations responsible for services are the B'nai B'rith Hillel Foundation, Newman Club and Student Christian Association. Each has its own chaplain.

Maintenance Funds

As the University's physical plant expands, the costs of maintaining buildings and grounds impose increasingly on its general fund resources. However, funds to help meet these costs have been made available through the generosity of individuals and foundations.

Louis D. Beaumont Foundation Fund

The Louis D. Beaumont Foundation of Cleveland, Ohio, has provided funds for general purposes, including maintenance, since the early years of the University.

Harry Pearlman Endowment Fund

A portion of a major gift to the University by Harry Pearlman of New York, has been directed to building maintenance.

David and Irene Schwartz Fund

Under provisions of a special grant from David and Irene Schwartz, funds have been provided for a systematic landscaping of the campus to achieve a harmony between the terrain's natural beauty and the building architecture as conceived and executed by some of the nation's noted architectural figures.

Facilities Projected and Under Construction

Coffman Residence Hall

Brandeis Fellow Max Coffman of Brockton, Mass., has established a fund which will enable the University to expand dormitory space in the future to keep pace with expected growth of the student body.

Epstein Campus Service Center

Underwritten by Mr. and Mrs. Rubin Epstein of Chestnut Hill, Massachusetts, the Epstein Campus Service Center will house several administrative departments of the University, including the Purchasing Department, the Buildings and Grounds Department, the Security Department, and the University's major service facilities, including repair and maintenance shops and stock and storage areas.



Pollack Fine Arts Teaching Center

The expanded art teaching program at the University has made it necessary to provide additional facilities. The Maurice Pollack Fine Arts Teaching Center will include studio space for the artist-in-residence, a specially designed lecture hall for teaching art history, a multi-purpose studio and photo study room, and additional faculty offices. This center will be located between the existing Goldman-Schwartz Art Teaching Center and the expanded Rose Art Museum. It has been planned as a major link between the art teaching and art exhibit areas. Construction will start in 1969. The Pollack Center is a gift of the Pollack Foundation of Quebec City, Quebec, Canada.

Sachar International Center

Being planned is a center for housing all of the University's International programs. The Center, conceived as a tribute to Dr. Abram L. Sachar, first President of Brandeis University, will include classrooms, meeting rooms, a lecture hall, a library-lounge facility, administrative office spaces for all international programs, visiting faculty offices, and the office of the Chancellor of the University. Underwriting for this facility has been provided by gifts from a large number of individuals all made as tribute to Dr. Sachar. The lecture hall has been underwritten by Mrs. Evelyn Silver of Northboro, Massachusetts.

Spingold House

Located in New York City, Spingold House, a gift of Mrs. Frances Spingold is currently being renovated as a base of operations in New York City for the National Women's Committee, the Alumni and the Parents' Association. The Spingold House will also include offices for the President and other University staff when in New York City.

Usdan Student Union

Scheduled for completion in 1970 is a Student Union complex which will consolidate student social and recreational facilities in a central location in mid-campus close to major teaching facilities and residence halls. The Student Union complex will consist of a main structure housing such facilities as an assembly and banquet hall, the University bookstore, mailroom, bowling alleys, lounges and food service areas. Other components will house student organizations, student social and recreational areas, and student service offices. The main building of the Student Union has been underwritten by Mr. and Mrs. Samuel Lemberg of New York in honor of their daughter and son-in-law, Mr. and Mrs. Nathaniel H. Usdan. In addition to the main building, the Usdan Student Union will include the Gluck, Rudnick, Winer and Wuliger Wings and the Faneuil Recreation Hall.

Yalem Art Gallery

Scheduled for construction start in 1969, the Charles Yalem Art Gallery has been designed to supplement the existing art exhibition areas of the University. With specially designed hanging areas, lighting and exhibit features, this Gallery will be the area in which many exhibits of modern art will be housed. There will be direct connection from the Yalem Gallery to an expanded Rose Art Museum, providing the opportunity to view several exhibits during any visit to the University's Museum.



Admission to Undergraduate College:

DEAN OF ADMISSIONS

Admission to Graduate School:

DEAN OF GRADUATE SCHOOL

Admission to The Florence Heller School for Advanced Studies in
Social Welfare:

DEAN OF THE SCHOOL FOR SOCIAL WELFARE

Scholarship Applications:

DIRECTOR OF FINANCIAL AID

Establishment of Grants and Bequests:

VICE-PRESIDENT FOR DEVELOPMENT

Alumni Affairs:

DIRECTOR OF ALUMNI RELATIONS

General Information:

DIRECTOR OF PUBLIC AFFAIRS

